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ABSTRACT

It is difficult to define mid-life career change because it varies from person to person. A wide variety of sociological, economic, technological, and psychological factors impinging on the conscious and unconscious being of individuals affects how they deal with this particular stage of life. These factors include individual needs, family and children, physiological changes, advanced technology, needs of special populations, personality traits, and self-concept. Individuals considering mid-life career/work must be able to assess their current job skills and applicability of them to new careers, explore alternatives within their current job position as well as external counseling services, and examine personal values. Career transition then becomes the response to seeking compatibility between self-image and the world of work. (Author/ELM)

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MID-LIFE CAREER CHANGE -- MYTH AND REALITY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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EDUCATION

by

* S. Norman Feingold

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I. INTRODUCTION

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S. N. Feingold

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

I am delighted to be here today to share with employees of Hoffmann-La Roche Inc. some of my thoughts on mid-life career change; some of the myths and some of the realities. You are members of a prestigious firm with an international reputation. The fact that Hoffmann-La Roche has a Career Guidance Information Service and a Job Information Network bespeaks its in-depth people-centered orientation and concern.

Let me stop for a moment and tell you that I am biased in this presentation. I am an optimist by conviction and temperament and believe in growth and development over the years. Moreover, I believe that one should "aspire and not retire," and that is most appropriate for people who would probably rather wear out than rust out. Nevertheless, even in an exact science such as physics, measuring the results in an experiment helps change the results.

I have been asked to include the following topics in my presentation:

1. Psychological/Sociological Aspects of Mid-Life Career Change.
2. Job Skills - Assessment, Evaluation, and Transferability to New Careers.
3. Job Search.
4. Values Clarification - What Meaning Does One Give to "Work"?
5. Career Transition - Who? Why?

These areas will be discussed in general to all mid-life career

* Dr. Feingold is National Director, B'nai B'rith Career and Counseling Services, and a Past-President, American Personnel and Guidance Association. This address was delivered before interested employees of Hoffmann-La Roche Inc, Nutley, N.J. during 1978.

change. I will speak broadly in terms of the principles. You are in a better position than I am to translate them to the specifics that exist here at Hoffmann-La Roche.

II. PSYCHOLOGICAL/SOCIOLOGICAL ASPECTS

Let me start by saying that to define mid-life career change is difficult because it varies from individual to individual. There is no clear-cut definition of mid-career change; moreover, much of the literature is of an anecdotal variety. The PhD or MD who does not complete formal training until the early or late thirties may not contemplate mid-career change until the fifties or later, while others in the late thirties or early forties may experience emotional mid-life career changes. Sex, cultural and ethnic background of the worker also affects the time as does the state of the economy when the worker was a child and early entrant into the work force. Mid-career change always involves a major shift in responsibilities even when it does not involve a change in employers. A mid-career change can be defined as a crisis of reemployment and the possible forced mid-life change of career.

The total U.S. population is roughly 220 million; 22,973,000 are males between 40 and 60 years of age; and 24,578,000 are women in the same age bracket. Thus, those who are in the traditional mid-life career age span comprise about 22% of the total U.S. population in which the work force is estimated at 90 million.

At any stage of life, and particularly in a highly technological society, there are no easy answers to the complex problems of choosing a career or changing a career. A wide variety of sociological, economic, technological, and psychological factors that impinge upon the awareness and unconscious being of each individual affect how he or she deals with that stage of life known as mid-life transition.

A. Sociological Factors.

1. Hierarchy of Needs.

The well-known psychologist, the late Dr. Abraham Maslow, postulated that individuals have basic needs and that the most basic ones must be met before the individual can move on to the next higher level of needs. The most basic of needs is the physiological need for food and shelter; with the needs of security and health following. Those of you who grew up in the U.S. in the 1930s or entered the work force in those years are still affected by the then very real importance of having the basic needs met. On the other hand, for most of those of you who grew up in the U.S. since the end of World War II, you are not as involved in the need to meet these basics. For the most part, you are operating at one of the next levels of needs. After basic needs are met, the next highest priority of needs is social, then that of self-image; the highest need is for self-actualization. How one views the work environment and what is expected from life and work varies considerably with the age of the worker and the economics of the family of origin. Ethnic minorities and new immigrants to the U.S., who may have been very concerned with the most basic needs as youth, may be at different levels of Maslow's hierarchy of needs than are the vast majority of workers.

2. Mid-life Identity Strain.

Questions such as, Who are you? Where have you been? Where are you going?

How are you going to get there? and Why?, begin to surface as men and women start to realize that both time and life have limits. When one is young, the years ahead are so very many; in the middle years one can easily begin to think in terms of the probably number of years left to accomplish goals. In mid-life, it is not atypical to take a new look and evaluate where one is and what is really important. From this may follow thoughts about mid-life career change.

Let me mention other life situations that may lead for some individuals to mid-life identity stress. I cannot over-emphasize that when and how these factors come into play in any one person's life span or career will, obviously, vary immensely. Some factors may present no problems to some people. Others may cause a crisis. If people can identify the problems sufficiently clearly, it is possible for the individual to diagnose his or her own situation to improve ability to cope successfully with whatever problem at hand. Crisis can be opportunity; it is attitude that makes the big difference.

a. Children.

When children become adolescents and young adults, parents' relationship with them and with each other change and may be the cause of mid-life identity problems. Much has been written about the effect of the "empty nest syndrome" on the female, and about the lost communication between husband and wife while the children were growing up so that they become strangers to each other. This can easily happen because of the uneven growth and development of the partners, particularly so when the female stays at home or takes a low-level position to advance her husband's career. This, obviously, is not a problem for all families, although the divorce rate in California alone is now over 50% - 75%. For those families in which this is a problem, the spill-over easily may be directed to career problems. Generally, individuals feel more comfortable in blaming life's dissatisfactions upon the employer, wages, etc., than upon self or family.

b. Physical change.

Another cause of mid-life identity strain may be physical change. In mid-life, physical changes are subtle but apparent to many men and women that their juniors are "running faster" than they are in pursuit of perceived success. The physical changes are worth exploring. In spite of the new generation's emphasis on health and physical exercise, the following facts are all too evident. At age 40, for example, the heart can pump only 23 litres of blood per minute under stress, whereas 40 litres per minute were possible at 20 years; the prostate enlarges, bladder problems begin to emerge; kidneys lose their reserve capacity; the gastro-intestinal tract secretes fewer enzymes which often increases indigestion and constipation; hearing acuity declines; and the eye lenses lose their elasticity. The losses are gradual but they give the message of human mortality loud and clear.

3. Other Sociological Reasons for Mid-Life Career Changes.

For some there is a sense of sadness over unfilled dreams as well as a reassessment of self. Some men and women perceive the disparity between what they have achieved and what they wanted to achieve when they were younger. This boxed-in phenomenon applies to women as well as men. Many women find themselves widowed. More women are supporting themselves, often as the head of the household, for longer periods of time. Nearly two-thirds of working women are single, divorced,

widowed, separated, or have husbands that make less than \$7,000 annually. Many women caught in low-level jobs feel trapped by low pay and tedious work. A study by Benjamin in 1974 pointed up that women who continue homemaking and working appear to develop hypertension and cardio-vascular diseases at a steeper rate than those women who are homemakers alone. To compound the problem, one study shows that relatively few marriages stay vital and alive after fifteen years.

a. Health of employee.

Mid-career changes may be necessitated by health reasons. It may be as simple and complex as changing from a heavy duty job to a sedentary one. An article entitled, "Changes in Occupation After Aortocoronary Vein-Bypass Operation," by Alfred A. Rimm, et al can be summarized as follows:

The effect of aortocoronary vein-bypass operation on changes in occupational status was investigated in a cohort of 893 men. The median period of time between the operation and follow-up evaluation of postoperative occupational status was 14 months. The patients were divided into two age groups, with 55 years as the dividing point. Many were in mid-career. The results showed that 11% of the younger men and 26% of the older group who were employed before the operation retired following the operation. In addition, 30% of the patients changed their occupational status following the operation. When occupational changes also resulted in changes in physical demands, 49% of the patients took new jobs that were less demanding physically, while 40% took jobs that were more demanding. Close to 9% of the patients were retired prior to the operation; about one fifth of them came out of retirement following the operation.

b. Status of family.

The family may be a primary reason for mid-career change. The breadwinner or breadwinners, relieved of financial responsibility for their children, may move on to another area, geographically more suited to their liking. They may accept or look for the same or a different occupation. There is another side to the coin. It may be the couple who have children late in life and decide to change their extremely mobile lifestyle to one that is much more stable for "the good" of the children.

Mid-career change also takes place when children or relatives are extremely ill and need a specific climate. This may necessitate a mid-career change, and I have noted many over the years. It also occurs when older parents move to a warmer climate and the husband or wife, or both, wants to be close by their aging parents, particularly when they are dependent with advancing years.

c. World situations.

Mid-career changes are often precipitated by world situations or even disasters of one kind or another. Certainly the draft and military service for people in World War II and Korea changed their lives. New government programs such as VISTA and ACTION have also affected people throughout the career lifespan. Many young men and women who have joined the military when very young are still in

their 40s or early 50s when they are eligible for mid-career change since they are eligible for a sizable retirement benefit. I have seen many in the military over the years who have tried out some type of work or education or training on a part-time basis so that once they leave the service they have new options. There are, of course, some officers who do not get promoted to a certain rank by a certain age and a mid-career change from the military is precipitated by their being "passed over". The Armed Forces have various programs to assist in this transition to civilian life.

Five hundred people at the New York Times are also experiencing mid-career changes, but this is not by choice. Economic pressures are forcing many to seek new jobs.

d. Retirement pre-planning.

Pre-planning for retirement may make for a mid-career change. Many people are opting for early retirement. I am not confident as to what the net effect will be for people who now decide not to leave at age 65 but to work until 70, according to the new Federal law. It may make it more difficult, job-wise for those who are seeking a mid-career change. In my opinion, if more individuals knew of their realistic retirement options many more might retire early or change in mid-career and do it earlier than they do now. Discussion of risks beforehand can be an inoculation against stress. Studies have shown that people who in joining an organization find out the good aspects as well as the limitations of a particular organization are more likely to stay with the particular organization. I am amazed at how many happy people I know who have made a mid-career change, and usually in the same occupation. In preparing for early retirement, new vistas opened up that changed their tentative plans. In speaking to people who have made mid-career changes one has to distinguish between what is said and listening to what is said. They may tell you more than you may otherwise realize.

e. Counseling women.

Counseling women in mid-career will be exceedingly important during the years ahead, not only because of the increased number of women in the labor market but because of new options for women and their chance to rise to higher level jobs. In 1970, 40.5% of all women in the U.S. were working. In 1977, it was 46.4%. One and a quarter million women are "moonlighting" as part of a total of 4.6 million Americans who are "moonlighting." Mid-career change is more complex for most women and more services will be needed in order for women to successfully cope with new jobs, new careers and promotion.

Recently I helped administer a Small Business Workshop for Women. I was delighted with how many women are either engaged in small business or contemplating one. Many women are already successful in their small business and many others are looking towards small business as a new career. With more models of successful women in the entire occupational spectrum, new generations of successful women may find the transition to work less of a strain and mid-career change, particularly to small business, may be an appropriate option in their lifestyles. More and more successful models of working women will make a big difference in the decades ahead for girls who are now in elementary school.

B. Technological Factors.

Technical obsolescence and skill obsolescence are well known crises at mid-

life and will be dealt with in depth in another section.

In a changing, technological society all kinds of new jobs are created and old jobs go out of existence. Some new jobs created recently are astronaut, ethicist, ecologist, genetic counselor, CAT scanner, futurist, recreation therapist, retirement counselor, space mechanic, transplant coordinator, job developer, licensed psychiatric technician, robot engineer and thanatologist. Here are just a few of the many that have gone out of existence: barrel makers, pin boys, cotton gin workers, yarn carders, farm hands and 40-mule team drivers. These people no longer have jobs. Not only are workers displaced but the workers who remain just gain new skills and knowledge, such as computer programming. Although there are almost 30,000 job titles, jobs can be broken down into family or job clusters. Jobs are related to one another just as people have relatives. It is possible for an individual with certain abilities, interests, personality and skills to upgrade or downgrade his or her job activities. In many instances, comparable jobs in a similar area may be found that also provide psychic satisfaction. For some men and women in mid-career it is a time of revolt and rebellion. The rebellion takes a wide variety of forms -- divorce, accidents, affairs, suicide, as well as career dislocations. There is a growing number of people who in mid-career do what they want to do.

C. Psychological Factors.

1. Unfilled Dreams.

Mid-career change may be due to the original choice of career and how it fits into a particular organization. Levinson and his associates found that men between the ages of 35 and 45 feel constrained by others. It is not objective fears that bother many of them but rather the disparity between what they have achieved and what they wanted to achieve when younger, i.e. their unfilled dreams. Levinson moreover believes that in mid-career some people want to do their own thing, become socially minded, etc.

2. Relationship Between Personality and Vocational Choice.

Psychologists Yoash Wiener, Department of Management and Labor, Cleveland State University and Rimantas Vaitenas, Ball Foundation, Wheaton, Illinois, report their research in this area:

Holland's (1973) theory of vocational choice has clear implications concerning the relationship between personality and career choice and stability. A basic proposition of this theory holds that personality and environment interact in determining occupational behavior. Individuals tend to gravitate toward and remain in occupations compatible with their personality structure. They are less likely to choose or remain in occupations that do not fit in with their personality. Thus, mid-career changers are expected to possess personality characteristics incompatible with the demands of their present occupation

....

Psychology Today magazine, in their May 1978 issue, presents the results of a questionnaire submitted to subscribers. In a detailed study of 2300 questionnaires out of a total of 23,000 completed, 40% of those surveyed reported that they

got their job by chance without much deliberation. Moreover, 16% had settled in their present occupation because they could not get a job or another one that they had preferred. It seems axiomatic then that personality characteristics and demands of present occupation for many individuals are likely to be incompatible and a cause of mid-life identity and career strain.

Returning to the Wiener and Vaitenas article,

Personality traits of 45 midcareer changers were compared with those of 66 vocationally stable controls. Career-change subjects were participants in a career counseling program, while the controls were participants in a selection/promotion assessment program in the same counseling center. All subjects were in management and sales occupations (Holland's enterprising type). Personality measures used were the Edwards Personal Preference Schedule, the Gordon Personal Profile, and the Gordon Personal Inventory. Discriminant analyses showed an overall significant difference in personality structure between the two groups. The traits contributing mostly to this difference were ascendancy, dominance, responsibility, endurance, and order. Midcareer changers were lower on all five traits. These results indicate that midcareer change is related to personality incongruity thus supporting Holland's theory of vocational choice and stability.

In an informal study of professionals leaving B'nai B'rith Career and Counseling Services and B'nai B'rith over the past 20 years, it has seemed to me that those who made career changes were creative people who were manifesting risk-taking behavior. Nearly all of the men and women went on to higher positions and gave the appearance of greater job satisfaction in their new work which tended to be the same kind of work in another organization.

3. Anonymity.

One of the most threatening aspects of mid-career is the feeling that one will be lost in the shuffle, or become a nameless man or woman in a gray flannel suit. As organizations become larger this problem of feeling anonymous and unwanted will probably increase. This is especially true in careers involving fairly routine, repetitive work, or work that is not clearly identifiable in terms of cultural metamorphosis. This lack of definition is the problem of assembly line workers, clerks and middle-level managers who have neither a clearly identifiable job nor a clearly identifiable rank, such as Vice-President, to fall back on. This makes it hard to tell one's family and friends what one does, and even more so, it becomes difficult to identify one's self, one's area of contribution, and whether one's efforts make any difference to anybody.

Katz has pointed out that people who are in the same job for too long, five to ten years or longer, cease to be responsive to the job itself. They put more of the focus on organization's rewards such as pay benefits, working conditions, security, etc. If you don't have a clear organizational identity it can be especially troubling to someone who is also experiencing other midlife problems, which also raise serious identity questions of who one really is and what one really has accomplished.

4. Self-concept.

Eda Leshan, in a book entitled, The Wonderful Crisis of Middleage, identifies as one of the biggest reasons for complacency that which she calls "the heavy burden of our masks." We spend several decades building assumptions about ourselves, illusions which serve to maintain our self-esteem. Moreover, we define our relationships with friends, family members, and work colleagues in terms of those illusions or masks. Sociologists such as Goffman point up that these presented parts of ourselves constitute what we call "face," the claims we make for ourselves, and it is the nature of the social order to help one another, to help protect and maintain face. Loss of face is the falling away of our masks with the destruction of our illusions not only offering a threat to the individual but also challenging the social order, so that we may find it difficult in social relationships to deal in others' reality.

Powerful forces operate in all relationships to maintain our own masks or facades, and to help others maintain theirs. How can we establish relationships in which masks can be dropped at least to some extent to permit a realistic reexamination about one's assumptions, career needs and values?

5. Changing Values and Needs.

Passages by Gail Sheehy popularized the developmental aspect of adult life. Adulthood is not a static period in terms of values and needs but is cyclical much as childhood was shown to be by child psychologists more than 30 years ago. Changing values and needs may then be viewed as part of a continuum.

For some men and women in mid career, it is a time of revolt and rebellion. The rebellion takes a wide variety of forms -- divorce, accidents, depression, affairs, suicide, as well as severe career dislocations. There is a growing number of people who in mid-career do what they want to do. An example of articles along these lines is one that appeared in the July 1978 issue of Money magazine. The case histories reported in popular magazines all are successful and make good copy. Realistically, all career change is not successful, and all individuals are not in a position to make career change. Nevertheless, the stories, taken with the proverbial grain of salt are instructive:

Alfred K. Eddy, Jr., 50, now earns roughly one-third his previous salary, which was over \$30,000 a year. He measures his satisfaction by how well he is accomplishing what he has set out to do. Eddy, a Harvard graduate who was for 15 years an advertising account executive with the Leo Burnett Agency in Chicago, chucked that career at 44. "I just felt as if I were running out of gas," he says. The work he was doing seemed trivial. Now, six years later, he is a reading specialist at Lake Forest Academy a suburban Chicago prep school. The father of six children, three of them still at home, Eddy counts heavily on invested proceeds from his ad agency profit-sharing plan to stay afloat financially. He also does some summer tutoring; vacations have become a luxury that the Eddys dispense with.

"My reward is in seeing some kid work and make marked progress," says Eddy. "And I think I've actually benefited as a father by watching kids as a teacher. Our family life has improved, and

my family has been with me all the way. The kids even broke out a bottle of champagne when I told them I'd quit advertising and would be able to spend more time at home. We all knew it was a gamble. But now I'm certain my gut instinct to get into education was correct."

Judging from interviews by Money correspondents, career switchers share a number of characteristics:

They tend to be in their forties, a point at which many people seriously assay their career situations. It is a common time to ask, as in the popular song, "Is that all there is?" The switching urge hit Joseph R. Brungs three years ago when he was 44. "I saw that the only way I could go any further in my job was to marry the boss's daughter -- and my boss had three sons." For almost 17 years Brungs had been a sales representative for a Cincinnati paper supply house, and he thought he was pretty well off. "I was making \$17,000, which wasn't bad at the time. I had an expense account. There was all the security in the world; I could have stayed on there a lifetime," he recalls. "But I was bored. I couldn't put anything of myself into that job."

So when he and his wife saw a rundown 60-year-old greenhouse for sale, they bought it, with the help of a bank. Now, Brungs stocks what he insists are the best plants around at the attractively resurrected Old Greenhouse on Devil's Backbone Road. Indoor pillars and benches salvaged from demolished buildings are spaced along graveled walkways that wind through a three-quarter acre glass enclosure. "I pay myself only enough to qualify for Social Security but we're still losing money," Brungs says. "But despite all the problems and insecurity, I'd still encourage anybody who has something he wants to do to do it."

III. JOB SKILLS - ASSESSMENT, EVALUATION AND TRANSFERABILITY TO NEW CAREERS

Two of many parameters that appear important in describing jobs are (1) the specific technical body of knowledge required to perform the tasks of the job, and (2) the skills and functions that are expressive of the personal attributes of the job.

For example, there are two jobs that require identical typing, clerical and English skills; that is the body of technical knowledge required for the jobs. However, one position is in an office where the individual works under pressure and time constraints to meet deadlines, and the other position is in an office where the individual works at an even, averagely-paced tempo. The personal attributes of the persons filling each job would thus be different.

The technical skills of the job may be assessed by standardized tests. The job skills required by the different atmospheres of the positions can be assessed by interview or past performance. At all job levels and at all types of jobs, these two kinds of dimensions are present.

Individuals who are making mid-life career change need to be able to assess

and evaluate the job skills they have on at least these two criteria.

Self assessment is never easy. One way of starting is to review the pattern of skills that were exhibited in your past achievements. Keep a career diary notebook. An achievement is anything you feel you have done well, you enjoyed doing, and makes you feel proud of having accomplished. Achievements may start early in life as a child; they are related to all facets of your life; they are not restricted to work-related activities. By listing the achievements, you will begin to see a pattern emerge, and this pattern tells you something about yourself about which you may or may not have been aware.

Bernard Haldane, author and management consultant, has classified patterns of skills into 16 groups of skills or functions that combine to make up most varieties of jobs. They are:

1. Design, color, shape things.
2. Calculate, count, keep records.
3. Observe, operate, inspect.
4. Write, read, talk, speak, teach.
5. Hand skills: Fix, build, assemble.
6. Analyze, systematize, research.
7. Invent, develop, create, imagine.
8. Help people, be of service, be kind.
9. Ideas, beauty, foresight.
10. Participate in physical, outdoor, or travel activities.
11. Manage or direct others.
12. Perform independent work, own or collect things.
13. Perform: music, acting, demonstrations.
14. Foods, cooking, homemaking.
15. Persuade, sell, influence others.
16. Sciences, engineering.

A recent book, Finding a Job, A Resource Book for the Middle-Aged and Retired, published by Adelphi University Press, presents a skills and interest inventory. For each activity engaged in in employment, volunteer work, hobbies and training, the individual lists the skills or functions the activity required, the adaptive skills or personal qualities the activity required, the aspect of the activity most liked and why; the aspect least liked and why. Major skills, e.g. typing, report writing and adaptive skills and personal characteristics, e.g. patience,

diplomacy are tallied in summary. Preferences and dislikes are also tallied. The tally summarizes basic information about skills the person has developed and used, and the positive and negative features of their implementation.

Your achievements, likes and dislikes, and past experiences, can be placed into one or more categories. Is your present job congruent with categories in which you have exhibited achievement or which you prefer?

After you have spent the time, and it does take time and thought to learn more about yourself, you will need to gain additional knowledge in depth about jobs and occupations. There are about 23,000 different jobs and 30,000 job titles in the U.S. work force. The U.S. Department of Labor has categorized these different job titles into job families and by worker traits, i.e. how the worker must relate to data, people and things. This material is published and described in the Dictionary of Occupational Titles, and assistance in using the system is available from the local Office of U.S. Employment Service. Basically, the Dictionary of Occupational Titles permits you to explore jobs on the basis of job families and/or on the basis of worker traits. The book is so arranged that you may start your exploration from either category.

For some the motivator is the job family, i.e. a group of related occupations arranged on a basis of observable similarities, especially that of overall work performed. The concept of job families or clusters has many practical applications. You may be interested in and want to explore the field of health service jobs. You start off perhaps, with the ambition of becoming a physician but for financial reasons, extended time in medical school required, or marriage plans, you decide to shift gears. You can then survey other jobs in health service until you discover one for your own level of ability, interest, financial resources, and training time, and one that can be transferred to your satisfaction.

On the other hand, you may already be working in the health service family, but you find you are not especially satisfied with the work you are doing. It is then possible for you to move to another job in the same family in which you can use several of the skills in which you are most competent. You have the benefit of previous experience, education, on-the-job training, and a new job that suits you. Within each family there are many levels of work activity and entry; the knowledge of your abilities, and information about the total job family, will allow you to transfer to related careers that are not unfamiliar, and that offer the opportunity to use your residual skills and develop your potential in a more meaningful way.

For some, the motivator is the worker traits the job requires. All job titles can be listed in 114 groups called worker trait groups. Each worker trait group is composed of occupations that are similar in actual work performance, activities, abilities required, the training needs and the access routes. One group called, "Classifying, Filing and Related Work," lists 70 job titles in more than a dozen industries which have similar characteristics. Another group, "Operating and Controlling," includes over 1200 titles with similar characteristics and requirements in over 20 industries. Thus, by locating the job in the DOT and noting the worker trait category of that job, an individual can then obtain a list of additional jobs that have the same worker trait code.

When all of this information about self and job skills has been gathered, there exists the basis for determining if one should remain in the existing career,

or if one should consider transfer to another career. The dimension of compatibility in the employer organization, while it is a component of job skills assessment and evaluation, is equally a component of values and will be discussed under values clarification.

IV. JOB SEARCH

A. Within Hoffmann-La Roche Inc.

Inasmuch as Hoffmann-La Roche has a creative and helpful Job Information Network to provide access to job and career information about any department to individuals throughout the company, my comments on job search are not directed toward search within the company. The tasks presented in the preceding section will provide you with information about self and skills that should be used in exploring opportunities within your present company.

Accepting the pyramid shape of the hierarchial organization, there is simply not room for anyone to be continually promoted, no matter how deserving. How to cope with a lifestyle on the "promotion plateau," even including a reduction in salary, is a realistic facet of the mid-career crisis. There can be inner turmoil brought about by the realization that one has gone as far as one is going to go with the organization. Facing the fact that one has stopped moving up the ladder can produce a period of disappointment, depression and self-doubt strong enough to shake even the most solid employee. People can learn to live self-satisfying lives on their own plateau but it requires a combination of self-help and help from significant others. Some of the solutions are as follows:

1. Improve your present situation. Relax and accept the fact that you have probably reached a career peak. It relieves a lot of stress and discontentment. Invest some of the time and energy you used to put into getting ahead into becoming the best possible person in your present position.
2. Get more education or training. Try some stimulating courses, workshops or seminars. Use your new ideas and insight to enrich your working day.
3. A different role. Consider helping in the development of other employees in your company, sharing your knowledge and experience, offering advice and counsel on their careers. In-depth orientation for new employees and continued help can be a major contribution to the firm.
4. When possible, leave your office and travel. At the beginning of your career, travel may have been an unwelcome necessity. Now, "making the rounds" may be a productive experience -- one that may benefit the company and increase your visibility.
5. Look for a job change within the company. Hoffmann-La Roche has a job information network. This thrust is often difficult but there is no reason why the experience, knowledge and skills you have developed in one area cannot stand you in good stead in another. Selling this idea to higher management may mean new opportunities.
6. Enrich your personal life. One benefit the person on the "promotion plateau" often gains is time. Get involved in something that has always intrigued you but was too "heavy" to handle in the past. More than thirty million Americans

are involved in volunteer work that makes a difference in our way of life. When job pressures are no longer pressing for action, you can be more relaxed and spend more time with those you really care about. Family, friends and new activities can be more important than ever before.

Learning to live on the "promotion plateau" is a viable option. No matter how convinced you are that you have selected the best option, there will be moments of doubt, depression, fear, anger, frustration and dissatisfaction. Similar feelings and reactions to situations cropped up on all the steps you took to reach this present plateau. You overcame these obstacles in the past and you can do so now and in the years ahead.

B. Counseling Services.

Let's presume that you have decided to make a career change. Now what? First of all, I strongly suggest individual counseling services or specialized workshops. There are more than 200 agencies approved by the International Association of Counseling Services in various parts of the United States. The Catalyst organization in New York City, a national non-profit network of counseling centers which were established to serve the personal and vocational needs of college-trained women, lists 127 resource centers in 30 states as of 1975. Of these, 82 centers are affiliated with institutions of higher education. The remainder are primarily independent non-profit agencies. Counseling centers that serve both men and women report very heavy interest in their educational and career guidance services. With virtually no advertising campaign, the New York City Regional Center for Lifelong Learning received over 5,000 phone inquiries during its first year of operation. In two years, the Providence, Rhode Island Career Education Project, which does advertise, has had 5,000 call-ins. Four thousand of these became clients, each of which received 6 or 7 phone counseling sessions lasting 15-40 minutes apiece. The Program Advisory Service of the University of California at Los Angeles reports that since its start in 1971 it has served over 20,000 men and women, many of whom are struggling with career changes in their 30's right up to those adults planning for retirement challenges.

Thus, there appears to be a genuine demand for adult educational and vocational counseling programs. Self-instructional cassette tapes are employed in a few programs. The Curricula Career Information Service of Florida State University of Tallahassee used self-instructional tape/slide presentations augmented with written material to provide students with information on campus and community resources, sources of information, self-assessment and guidelines for career decision-making.

Programs for middle-income women often focus on expanded personal awareness. Programs for low-income women are more apt to focus on coping or survival skills. For women with limited educational backgrounds, the Women's Reentry Program, sponsored by DeAnza Community College in Cupertino, California, is an example. A host of supportive services are provided, including an integral child care program.

Here are some of the things you can do if you have made the decision for a change. Job hunting skills are particularly needed if you have been on a job for over five years and have not tested your potential outside of the place you have worked. In individual counseling or in specialized workshops or seminars, men and women can be taught effective job-hunting skills. One can learn how to write an effective resume, an appropriate job letter, set up a job letter campaign, file a job application, or stimulate appropriate behavior in a job interview. Value

clarification workshops can also be helpful so that the individual will know in what areas his job hunting search should take place.

C. To Another Company.

Where are the jobs? They are all over the country. Interestingly enough, the nine fastest growing cities, jobwise, are Beaumont, Houston, and El Paso, Texas; Fort Lauderdale and Tampa, Florida; Tucson, Arizona; and Columbia, Spartanburg and Greenville, South Carolina.

One of the most important items in making a career change, particularly if you intend to leave your present geographical area, is to get on the mailing list for a free issue of JOB TRENDS put out by the U.S. Department of Labor. This will capsule for you how the job market looks in hundreds of areas.

There are a number of resources for assistance in gaining knowledge about job opportunities in the area in which you live, as well as throughout the U.S. (1) Check employment agencies, commercial and private. (2) U.S. Employment Service. (3) Private agencies such as Federation Employment and Guidance Service in New York - no cost. (4) Civil Service, city, state and federal. (5) Visit federal job information centers. (6) Visit unions. (7) Women may wish to join women's groups that provide counseling, testing and placement, such as Wider Opportunities for Women in Washington, D.C. (8) Newspaper ads, and particularly magazines. I recommend "The Job Finder," a book that I wrote some time ago. It is now out of print but copies are available at libraries. Five-hundred magazines that accept classified ads or list job openings are listed by the type of jobs offered. For college men and women, the Chronicle of Higher Education which is issued about 46 times a year lists 400 to 500 openings in each issue. The Affirmative Action Register is available free to women. Hundreds of jobs are also listed in each issue. There are also magazines such as WOMEN AND WORK and WORKING WOMAN. Both men and women, in my view, can be helped by subscribing to THE FUTURIST magazine. This magazine represents the growing edge of what is happening in the world of ours as well as lifestyles. Magazines of trade and professional organizations may be helpful as well. In addition, The Counselor's Information Service, published by the B'nai B'rith Career and Counseling Services, describes the newest and best books on counseling and career changes. (9) Forty Plus - placement for people over 40 in large cities. (10) Mail order campaign. (11) Friends and acquaintances. Most people get jobs this way. (12) National clearinghouses on jobs, e.g. Employer Bank (USES), National Reporter of New Job Offerings. (13) Trade and professional organizations. (14) Alumni Placement Services. (15) Libraries contain many directories, e.g. Directory of Manufacturers. (16) Cold phone calls. (17) Executive job search companies. (18) College Placement Council, Bethlehem, Pennsylvania. (19) Chambers of Commerce provide information about their own communities. (20) Resource persons - people who are working in an area of your interest and willing to spend some time with you. Evaluate the method or methods that best work for you.

V. VALUES CLARIFICATION

In part, mid-life career change is a response to value clarification and the relation between a specific job, work in general and individual value systems.

Most of us are identified by the work we do or the company for whom we work. Generally, one of the first questions posed to a new acquaintance is - What do you do? Where do you work?

Some view work as the primary force. Others see work as only the means to have enough money to live; the primary force is outside activity, such as music, outdoors, family, etc. Some balance the force of work and outside activities; neither gains ascendancy.

Compatibility between organizational goals and values and the individual's goals and values is important to some; others may not be concerned whether or not congruity between organization and self exists.

Schein, in a longitudinal study of Sloan School (M.I.T.) alumni developed the concept of a career anchor. It is more encompassing but includes values. A career anchor is "the pattern of self-perceived talents, motives, and values (that) serves to guide, constrain, stabilize and integrate the persons's career"

The early career can therefore be viewed as a time of mutual discovery between the new employee and the employing organization. Through successive trials and new job challenges, each learns more about the other. Even more significantly, however, the new employee gradually gains self-knowledge and develops a clearer occupational self-concept. This self-concept has three components, which together make up what is called the person's "career anchor":

1. Self-perceived talents and abilities - based on actual successes in a variety of work settings;
2. Self-perceived motives and needs - based on opportunities for self-tests and self-diagnosis in real situations and on feedback from others; and
3. Self-perceived attitudes and values - based on actual encounters between self and the norms and values of the employing organization and work settings.

Several things should be noted about this concept of career anchor. First, it is broader in its definition than the typical concept of job value or motivation to work. Many analyses of occupational choice place exclusive emphasis on motives and values, failing to take into account the critical role of self-perceived talents and abilities based on actual work experience.

Second, because of the emphasis on actual work experience, it is not possible to predict career anchors from tests. The concept emphasizes evolution, development, and discovery through actual experience. Though the person may have all kinds of latent talents and abilities based on school performance, they do not become an active part of the self-concept until tested in real situations in which the outcomes matter. In many cases the person does not know what his or her talents really are until they are tested in real-life situations. Career anchors, then are clearly the result of the early interaction between the individual and the work environment. They are "inside" the person, functioning as a set of driving and constraining forces on career decisions and choices. If one moves into a setting in which one is likely to fail or which fails to meet one's needs or compromises one's values, one will be "pulled back" into something more congruent, hence the metaphor of "anchor."

Third, the concept emphasizes the interaction among abilities, motives and values in the total self-concept. They are mutually interactive in that we come

to want and value that which we are good at and we improve our abilities in those things that we want or value. In trying to understand a career, it makes little sense to try to reduce everything to just one concept such as motives, values or abilities. The purpose of the career-anchor concept is to highlight the gradual integration of motives, values and abilities in the person's total self-concept.

Fourth, career anchors can only be discovered over a number of years during the early career, because one cannot know until one encounters a variety of real-life situations how one's abilities, motives and values will in fact interact and will fit the career options available. For example, one may believe oneself to be talented and motivated toward a consulting career and have some evidence that one would like it, only to discover that one's needs to stabilize one's life are in complete conflict with the life of travel characteristic of a consultant. Or one may enter a certain kind of company in a job for which one is well suited only to discover a real incompatibility between one's own values and those of the employer.

Finally, the concept is intended to identify a growing area of stability within the person without, however, implying that the person ceases to change or grow. It may well be that career anchors are the source of stability that permits growth and change in other areas. It is also possible that anchors themselves change. But it should be recognized that the concept is designed to explain that part of our lives which grows more stable as we develop more self-insight based on more life-experience.

Career anchors are not simply a new list of motivational constructs to be compared with those of Maslow, McClelland, or other motivational or value theorists. Career anchors clearly reflect the underlying needs and motives which the person brings into adulthood, but they also reflect the person's values and, most important, discovered talents. By definition there cannot be an anchor until there has been work experience, even though motives and values may already be present from earlier experience. It is the process of integrating into the total self-concept what one sees oneself to be more or less competent at, wanting out of life, one's value system, and the kind of person one is that begins to determine the major life and occupational choices throughout adulthood. The career anchor is a learned part of the self-image, which combines self-perceived motives, values, and talents. What one learns is not only a function of what one brings to the work situation, but also reflects the opportunities provided and the feedback obtained. Consequently, the anchor is determined to some degree by actual experiences, not only by the talents and motives latent in the person.

Career anchors which were not determined in the M.I.T. study but which may have meaning in other settings or to other people are:

1. Basic identity. In some lower-level occupations, one's title, uniform and other trappings of office come to be a primary basis for self-definition. Some people seek career situations which clearly define their role through titles, uniforms, badges, etc., even though these symbols have little to do with the work they perform. Identification with a powerful or prestigious employer often serves this function. Slaughterhouse employees say they work for Swift and Company; low-level civil servants say they work for the U.S. Government; campus custodians and janitors say they work for Harvard or M.I.T. It is a need for basic identity.

2. Service to Others. Social work, some aspects of teaching, and some

aspects of the ministry allow persons to express basic needs, values with talent and values to work with others in a helping role. The interpersonal competencies in helping are ends in themselves rather than means to an end.

3. Influence, Power and Control. These people combine power needs and talents with other needs and talents, such as that of a general managerial orientation. Teachers, doctors and ministers find their anchor is the exercise in control and influence over others.

4. Variety. Here we find people whose talents cover a wide spectrum, where basic needs and values are to express the full range rather than exercise more limited talents in depth over a shorter period of time. Flexibility of response is one of their major values; boredom one of their major fears.

There cannot be an anchor until there has been work experience. The career anchor is a learned part of the self-image which combines self-perceived motives, values and talents. Each of us has a varying mix of these motives, values and talents. The mix is one of the factors that makes for individual differences and individual career preferences and goals. Some of these attributes are:

1. Administrative skills

- a. organizing and planning
- b. decision making
- c. creativity

2. Interpersonal skills

- a. leadership skills
- b. oral communication skills
- c. behavior flexibility
- d. personal impact
- e. social objectivity
- f. perception of threshold of social cues

3. Stability of performance

- a. tolerance of uncertainty
- b. resistance to stress
- c. work motivation
- d. primacy of work
- e. inner work standards
- f. energy
- g. self objectivity

4. Career orientation

- a. need for advancement
- b. need for security
- c. ability to delay gratification
- d. realism of expectations

5. Dependency

- a. need for superior approval

- b. need for peer approval
 - c. goal flexibility
- 6. Work satisfaction
 - a. job satisfaction
 - b. career satisfaction
 - c. retirement proneness
- 7. Financial
 - a. concern about finances
 - b. absence of financial worry
 - c. motivation
- 8. Family concerns
 - a. stability of marriage
 - b. marital satisfaction
 - c. absence of family worry
- 9. Philosophical attitudes
 - a. conservatism
 - b. cynicism
 - c. involvement
 - d. religiosity

VI. CAREER TRANSITION

Career transition, then, is the response to living and seeking compatibility between the world of work and the self image.

Before concluding, let me present the BBCCS model for lifetime career planning. I wish to stress first that the overall philosophy of all of our twenty B'nai B'rith Career and Counseling Services offices in the United States reflects fundamental goals of the counseling profession, that is, that each person is a very important person, that there is dignity to all work, that each person can make a contribution, and that each person is unique and different. All BBCCS professional staff have a minimum of a Master's degree. Many have their Doctorates in counseling, psychology, guidance or education.

The target groups extend from the so-called typical college student, 17-23 years of age and middle class, to those with a multitude of backgrounds, abilities, interests, potentials, personalities and achievements. These counselees may range in age from 17 to 80, and may include students 25-30 years of age who have drifted and who want to change careers because they dislike their present jobs, or who have not found appropriate ones. Many clients are in mid-career change. College women refurbishing their skills for a second career, or entering the labor market for the first time, form another segment of our counselee group. It includes also older men and women, who may be attending college, for pre- and post-retirement counseling. The college student population is changing as there emerges a growing acceptance of lifetime education. This is reflected in the growth of adult education courses offered by colleges.

Let me present briefly a capsule description of our Northern New Jersey B'nai B'rith Career and Counseling Services office in Union, which is one of our largest. For high school students who are about to enter college, an initial group orientation discussion usually takes place. This requires approximately three hours, and is scheduled each week for up to twelve clients. During the group orientation, the counseling process that the student will be undergoing is fully explained and a school transcript form and parent questionnaire are prepared for mailing to the school and parents, respectively. In addition, each student completes a personal data form and an interest questionnaire. This information helps in gaining new facts and avoids duplicating data that may already be available. During the second visit to the Union BBCCS office, high school students complete the Mooney Problem Check List, the California Psychological Inventory, the Weider Sentence Completion Form and the Taylor Manifest Anxiety Scale.

College students, second-career or mid-career counselees, and pre-retirement clients do not usually participate in a group orientation session. They do, however, receive a complete orientation to the agency during their first interview with the counselor. Additionally, they fill out the same forms and questionnaires as the high school students. For clients over the age of 35, the Bernreuter Personality Form is usually substituted for the California Psychological Inventory.

During the first counseling session specific areas are discussed with the counselee and explored in sufficient depth to help obtain a well rounded picture of the client. This information includes the problem as the client sees it, detailed personal data, home environment, education, work record, hobbies and interests, values, and occupational or vocational choice. Facts, problems and what decisions need to be made by the client are discussed with the counselor. The latter brings to the discussion accurate educational occupational information relative to the discussion. This counseling session usually lasts for at least an hour and at the close of the session a testing date is arranged with the client.

B'nai B'rith Career and Counseling Services administers to each client approximately six hours of testing. Time of testing depends on the individual and the problems presented and on recent data and test scores already available. The overall agency emphasis is more on the counseling process than on the psychological testing. The testing is either administered individually or in a group, depending on which particular tests are used. If a number of applicants are going to take a specific group test, they are scheduled to take it at the same time. In smaller offices a half-dozen people may take different group tests at the same time. Atypical behavior may be perceived in the group setting. An individual, for example, may show obvious anxiety or find it extremely difficult to follow instructions.

The type of test that any individual counselee may participate in is decided on by the counselor after a close analysis of the client's needs and stated goals. In the office, all testing is administered under the supervision of the Chief Psychologist. A usual test battery includes I.Q. test, achievement, reading skills and aptitude tests. In addition, more specific tests may be administered if the counselee has expressed an interest in a particular field. In cases where the counselor feels more individualized testing is needed, then the WAIS, Bender, TAT, DAT or Crawford Small Parts Dexterity Test may also be administered. At the end of the testing session a final counseling interview is scheduled for the client and, in the case of high school students, it is suggested that parents accompany them so that a parent consultation can take place after the counselor has met with the client.

The following information is usually highlighted during the closing interview with the counselee: (1) client's college or career activities during the interim between the initial counseling session and the concluding counseling session; (2) client's reaction to the results of the testing; (3) reaction of significant others (parents, spouses, etc.); (4) counseling dynamics -- client's self-evaluation; (5) final decision -- what client has decided to do and why; (6) how the agency has been helpful -- client and significant others' reactions; and (7) summary -- the client is encouraged to record the discussion that he has had with the counselor and the strategy that he or she now hopes to put into effect. In some cases the counselor feels that additional counseling or testing is required, and this is cleared with the supervisor or Executive Director. Additionally, referrals to other sources may take place if it is felt that the counselees will benefit from these additional resources. Written followup takes place 6 months and, again, a year later. Should there be any indication of a continuing problem, the counselee is encouraged to return for a re-interview.

VII. TENTATIVE SUGGESTIONS FOR THOSE IN THE AUDIENCE

I think it is important that one's attitude be a positive one. One must believe in one's success and not worry about failure or be afraid of success. Nearly every adult has had many achievements during his lifetime, whether it is driving a car, becoming president of the PTA, knowing how to cook, swimming, dancing, doing a number of different tasks, etc. What new skills do you wish to acquire? The options are present for most people.

During a lifespan of 75 to 80 years, there are about 700,000 hours. What are you going to do about it?

In closing, let me repeat Aldous Huxley's simple but complex statement -- "What are people for?" Change is inevitable. Since for most of us work impinges upon every facet of our daily lives, any change related to career, i.e. work, is generally viewed with fear and trepidation. I have tried in this hour to place mid-life career change into a "normal" framework and to provide some suggestions for actively and positively coping with this period of the lifespan.

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